

**STANDARDS MAP – Basic Program 3  
English–Language Arts Content Standards  
Estándares de contenido académico de Lengua y literatura en inglés**

**Grade Three  
Tercer grado**

Grade	Standard #	Standard	Publisher Citations		FOR IMAP/CRP USE ONLY		
			Primary Citations	Supporting Citations	Meets Standards	IMAP/CRP NOTES	
DOMAIN		READING Lectura					
STRAND		1.0 WORD ANALYSIS, FLUENCY, and SYSTEMATIC VOCABULARY DEVELOPMENT 1.0 Análisis de las palabras, fluidez y desarrollo sistemático del vocabulario					
SUBSTRAND		Decoding and Word Recognition Decodificación y reconocimiento de palabras					
3	1.1	Know and use complex word families when reading (e.g., <i>-ight</i> ) to decode unfamiliar words. Conocer y usar familias de palabras complejas al leer (p. ej., <i>-ight</i> ) para decodificar palabras que no son familiares.	<i>Instruction for this standard reflects appropriate modifications for the Spanish language.</i>  SE/TE: <b>3.1:</b> 56n <b>3.3:</b> 366n–366o, 370c, 386c <b>3.5:</b> 190n-190p, 194c P•8	<i>Instruction for this standard reflects appropriate modifications for the Spanish language.</i>  SE/TE: <b>3.3:</b> 387k, 404c, 441j <b>3.5:</b> 214c, 215k P•6			
3	1.2	Decode regular multisyllabic words. Decodificar palabras normales de varias sílabas.	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.2:</b> 200n-200o, 226n-226o, 254o, 232n-282o <b>3.6:</b> 310n-310c, 414n-414o	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.2:</b> 204c, 222c, 240c, 258c, 270c, 286c <b>3.6:</b> 332n-332o, 336c, 348c, 358c, 361j			

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3	1.3	Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. Leer en voz alta y con fluidez y exactitud un texto narrativo y expositivo con el ritmo, la entonación y la expresión adecuados.	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.1:</b> 41a, 69b, 76a, 81a, 123a <b>3.2:</b> 187b, 194a, 199a, 253a <b>3.3:</b> 325b, 403a, 429b <b>3.4:</b> 39b, 145a, 150a <b>3.5:</b> 184a, 231a <b>3.6:</b> 375b	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.1:</b> 153b <b>3.2:</b> 220a, 300a <b>3.3:</b> 349a, 410a <b>3.4:</b> 51p, 65b, 145a, 157b <b>3.5:</b> 177b, 203b, 243b <b>3.6:</b> 323b			
<b>SUBSTRAND</b>		<b>Vocabulary and Concept Development Desarrollo del vocabulario y de conceptos</b>					
3	1.4	Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words. Utilizar el conocimiento de antónimos, sinónimos, homófonos y homógrafos para determinar el significado de las palabras.	<i>Instruction for this standard reflects appropriate modifications for the Spanish language.</i>  SE/TE: <b>3.1:</b> 27c, 55n, 109c, 139n <b>3.2:</b> 175c, 199n, 255c <b>3.3:</b> 313c, 337n <b>3.5:</b> 165c, 191c, 189n, 191c, 215o, 217c <b>3.6:</b> 333c, 361n, 415c	<i>Instruction for this standard reflects appropriate modifications for the Spanish language.</i>  SE/TE: <b>3.1:</b> 42a <b>3.2:</b> 199o, 270a, 280a <b>3.5:</b> 191b, 214d, 215k <b>3.6:</b> 361o			
3	1.5	Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., <i>dog/mammal/animal/living things</i> ). Demostrar el conocimiento de los niveles de especificidad entre palabras apropiadas para el grado y explicar la importancia de dichas relaciones (p. ej., <i>perro/mamífero/animal/seres vivos</i> ).	SE/TE: <b>3.2:</b> 225n, 286e, 309a	SE/TE: <b>3.2:</b> 309b			

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3	1.6	Use sentence and word context to find the meaning of unknown words. Utilizar el contexto de las oraciones y las palabras para encontrar el significado de palabras desconocidas.	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.2:</b> 201c, 227b, 283c <b>3.4:</b> 27c <b>3.5:</b> 245c	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.1:</b> 136a <b>3.2:</b> 175b, 201b <b>3.3:</b> 367b			
3	1.7	Use a dictionary to learn the meaning and other features of unknown words. Utilizar el diccionario para aprender el significado y otras características de palabras desconocidas.	SE/TE: <b>3.1:</b> 83c <b>3.4:</b> 53c <b>3.6:</b> 363c	SE/TE: <b>3.1:</b> 84 <b>3.3:</b> 340, 368 <b>3.6:</b> 364			
3	1.8	Use knowledge of prefixes (e.g., <i>un-, re-, pre-, bi-, mis-, dis-</i> ) and suffixes (e.g., <i>-er, -est, -ful</i> ) to determine the meaning of words. Utilizar el conocimiento de prefijos (p. ej., <i>un-, re-, pre-, bi-, mis-, dis-</i> ) y sufijos (p. ej., <i>-er, -est, -ful</i> ) para determinar el significado de las palabras.	<i>This standard is met throughout the program, with appropriate modifications for the Spanish language; sample lessons are given.</i>  SE/TE: <b>3.3:</b> 388n–388o, 392c, 416n–416o	<i>This standard is met throughout the program, with appropriate modifications for the Spanish language; sample lessons are given.</i>  SE/TE: <b>3.3:</b> 366n–366o, 370c, 386c, 392c, 404c, 412c			
<b>STRAND</b>		<b>2.0 READING COMPREHENSION</b>					
		<b>2.0 Comprensión de lectura</b>					
<b>SUBSTRAND</b>		<b>Structural Features of Informational Materials</b>					
		<b>Características estructurales de los materiales informativos</b>					
3	2.1	Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text. Usar títulos, tablas de contenidos, encabezamientos de capítulos, glosarios e índices para localizar la información en el texto.	SE/TE: <b>3.1:</b> 107g, 136e <b>3.2:</b> 253s, 302e <b>3.4:</b> 57c, 83c, 131c <b>3.5:</b> 195c, 221c <b>3.6:</b> 412–413	SE/TE: <b>3.1:</b> 78e, 107t <b>3.2:</b> 252–253 <b>3.3:</b> 358e <b>3.6:</b> 363c			

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Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
<b>SUBSTRAND</b>		<b>Comprehension and Analysis of Grade-Level-Appropriate Text Comprensión y análisis de textos adecuados para el grado escolar</b>					
3	2.2	Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. Formular preguntas y respaldar las respuestas mediante la conexión del conocimiento previo con la información literal que se encontró y se infirió del texto.	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.1:</b> 116–117 <b>3.2:</b> 295a <b>3.4:</b> 32–33, 36–37 <b>3.5:</b> 206–207, 208–209, 222–223 <b>3.6:</b> 374–375	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.1:</b> 132–133, 153g <b>3.2:</b> 205a, 221d, 281h <b>3.3:</b> 325a, 357d <b>3.4:</b> 39g, 46–47, 57c, 74e, 157h			
3	2.3	Demonstrate comprehension by identifying answers in the text. Demostrar la comprensión mediante la identificación de respuestas en el texto.	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.1:</b> 69a <b>3.2:</b> 299a <b>3.4:</b> 149a <b>3.6:</b> 358–359	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.1:</b> 77d, 164e <b>3.2:</b> 187g, 269f <b>3.3:</b> 358–359 <b>3.4:</b> 39g, 115g <b>3.5:</b> 226–227 <b>3.6:</b> 367c			
3	2.4	Recall major points in the text and make and modify predictions about forthcoming information. Recordar puntos fundamentales del texto y hacer y modificar predicciones sobre la información posterior.	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.1:</b> 62–63, 72–73 <b>3.2:</b> 206–207, 212–213, 266–267 <b>3.4:</b> 126e <b>3.5:</b> 436 <b>3.6:</b> 344–345, 348–349	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.1:</b> 61c, 70d, 136–137 <b>3.2:</b> 296d <b>3.3:</b> 412b <b>3.4:</b> 46b, 51a, 126b <b>3.5:</b> 214e <b>3.6:</b> 337c			

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			Y	N			
			Primary Citations	Supporting Citations			
3	2.5	Distinguish the main idea and supporting details in expository text. Distinguir la idea principal y los detalles de apoyo en el texto expositivo.	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.2:</b> 178e, 204e, 220, 274–275 <b>3.6:</b> 322–323	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.2:</b> 213a, 240d, 304–305 <b>3.5:</b> 203a, 210–211 <b>3.6:</b> 324d			
3	2.6	Extract appropriate and significant information from the text, including problems and solutions. Extraer la información apropiada y significativa del texto, incluyendo problemas y soluciones.	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.1:</b> 77d, 161a <b>3.2:</b> 193b <b>3.3:</b> 331b <b>3.4:</b> 149a <b>3.5:</b> 215a <b>3.6:</b> 350–351	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.2:</b> 292–293 <b>3.3:</b> 355b <b>3.4:</b> 136–137 <b>3.6:</b> 327a			
3	2.7	Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game). Seguir instrucciones escritas sencillas de varios pasos (p. ej., cómo armar un producto o jugar un juego de mesa).	SE/TE: <b>3.1:</b> 118–119, 124d <b>3.3:</b> 336-337	SE/TE: <b>3.1:</b> 124–125, 139o			
<b>STRAND</b>		<b>3.0 LITERARY RESPONSE and ANALYSIS</b>					
		<b>3.0 Comentario y análisis literarios</b>					
<b>SUBSTRAND</b>		<b>Structural Features of Literature</b>					
		<b>Características estructurales de la literatura</b>					
3	3.1	Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction). Distinguir formas comunes de literatura (p. ej., poesía, drama, ficción, no ficción).	SE/TE: <b>3.1:</b> 29b <b>3.3:</b> 387n <b>3.4:</b> 51n, 55b, 133b <b>3.5:</b> 177c	SE/TE: <b>3.1:</b> 143b <b>3.4:</b> 29b <b>3.6:</b> 335b			

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SUBSTRAND			Narrative Analysis of Grade-Level-Appropriate Text Análisis narrativo de textos adecuados para el grado escolar				
3	3.2	Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. Comprender argumentos básicos de cuentos fantásticos clásicos, mitos, historias folclóricas, leyendas y fábulas de todo el mundo.	SE/TE: 3.1: 69c 3.3: 349b, 362–363, 364–365, 365m 3.4: 48–49, 51n, 135b, 145b, 157n	SE/TE: 3.1: 69c 3.3: 358–359, 360–361 3.4: 51a, 48–49			
3	3.3	Determine what characters are like by what they say or do and by how the author or illustrator portrays them. Determinar cómo son los personajes de acuerdo con lo que dicen o hacen y de acuerdo a cómo los representa el autor o el ilustrador.	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: 3.1: 30 3.2: 225m, 277a 3.4: 129m 3.6: 347c	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: 3.2: 214–215 3.6: 346–347			
3	3.4	Determine the underlying theme or author’s message in fiction and nonfiction text. Determinar el tema subyacente o el mensaje del autor en un texto de ficción y no ficción.	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: 3.2: 199m 3.4: 150 3.6: 385n	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: 3.1: 74–75 3.4: 145b			
3	3.5	Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection. Reconocer las similitudes de sonidos en palabras y modelos rítmicos (p. ej., aliteración, onomatopeya) en una selección.	<i>Instruction for this standard reflects appropriate modifications for the Spanish language.</i>  SE/TE: 3.1: 168–169 3.2: 239c, 305m 3.3: 387n 3.4: 158–159	<i>Instruction for this standard reflects appropriate modifications for the Spanish language.</i>  SE/TE: 3.1: 170–171 3.3: 386–387 3.4: 101e, 101r, 158–159, 160–161			

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			<b>3.5:</b> 242–243, 243n, 304–305	<b>3.5:</b> 243n, 306–307			
3	3.6	Identify the speaker or narrator in a selection. Identificar al hablante o narrador en una selección.	SE/TE: <b>3.1:</b> 69c <b>3.5:</b> 203c	SE/TE: <b>3.4:</b> 39c			
<b>DOMAIN</b>		<b>WRITING</b>					
		<b>Expresión escrita</b>					
<b>STRAND</b>		<b>1.0 WRITING STRATEGIES</b>					
		<b>1.0 Estrategias de la expresión escrita</b>					
<b>SUBSTRAND</b>		<b>Organization and Focus</b>					
		<b>Organización y enfoque</b>					
3	1.1	Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details. Crear un solo párrafo: a. Desarrollar una oración sobre un tema. b. Incluir hechos y detalles simples que sirvan de apoyo.	SE/TE: <b>3.4:</b> 65d, 73a <b>3.6:</b> 357b a. <b>3.6:</b> RA31, RA43 b. <b>3.2:</b> 301b <b>3.4:</b> 65e	SE/TE: <b>3.4:</b> 55b, 77c, 77p a. <b>3.1:</b> 135 <b>3.2:</b> 301b <b>3.4:</b> 65d, 73a <b>3.6:</b> 357b b. <b>3.4:</b> 65d, 73a <b>3.6:</b> 357b			
<b>SUBSTRAND</b>		<b>Penmanship</b>					
		<b>Caligrafía</b>					
3	1.2	Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence. Escribir de manera legible en cursiva o bastardilla unida, usando márgenes y espaciamiento correcto entre letras dentro de una palabra y dentro de las palabras en una oración.	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.2:</b> 281d, 305c <b>3.3:</b> 337c, 365c, 387d <b>3.4:</b> 51d <b>3.5:</b> 215d	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.1:</b> 81c, 139c, 167c <b>3.2:</b> 199c, 225c, 253c <b>3.4:</b> 157d <b>3.5:</b> 243d <b>3.6:</b> 383			

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<b>SUBSTRAND</b>		<b>Research Investigación</b>					
3	1.3	Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia). Comprender la estructura y organización de diferentes materiales de referencia (p. ej., diccionario, diccionario de sinónimos, atlas, enciclopedia).	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.2:</b> 199f, 199s, 281g, 281t <b>3.3:</b> 365f, 365s <b>3.4:</b> 51g, 51t Research Transparencies: 9, 10, 23, 24	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.5:</b> 302–303 Research Transparency: 12			
<b>SUBSTRAND</b>		<b>Evaluation and Revision Evaluación y revisión</b>					
3	1.4	Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. Revisar los borradores para mejorar la coherencia y la progresión lógica mediante el uso de una rúbrica establecida.	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.1:</b> 55q, 107r <b>3.2:</b> 199q, 253b <b>3.3:</b> 387r, 415q <b>3.4:</b> 51q, 101b <b>3.5:</b> 243r <b>3.6:</b> 361q	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.1:</b> 139b <b>3.2:</b> 225b, 281c <b>3.3:</b> 387c, 441b <b>3.4:</b> 51r, 101q <b>3.5:</b> 269p <b>3.6:</b> 331c			
<b>STRAND</b>		<b>2.0 WRITING APPLICATIONS (GENRES and THEIR CHARACTERISTICS) 2.0 Aplicaciones de la expresión escrita (los géneros y sus características)</b>					
3	2.1	Write narratives: a. Provide a context within which an action takes place. b. Include well-chosen details to develop the plot. c. Provide insight into why the selected incident is memorable. Escribir textos narrativos: a. Brindar un contexto dentro del cual tiene lugar una acción.	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.1:</b> 41c, 51a, 95d, 163a <b>3.2:</b> 221a, 239d, 249a, 253b, 257b, 269c, 281c <b>3.3:</b> 325d, 333a, 337b,	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.1:</b> 105b, 107q, 153d <b>3.2:</b> 221, 229b, 249, 249b <b>3.3:</b> 333, 411, 349c <b>3.4:</b> 45, 51c			

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		b. Incluir detalles bien escogidos para desarrollar el argumento. c. Brindar un entendimiento profundo sobre el motivo por el cual el incidente seleccionado es memorable.	403c, 411a, 415b <b>3.4:</b> 39d, 45a, 151a <b>3.5:</b> 177d, 185a, 203d <b>3.6:</b> 357a	<b>3.5:</b> 185a, 193b, 213a, 265a <b>3.6:</b> 439a			
3	2.2	Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences. Escribir descripciones que usen detalles sensoriales concretos para presentar y respaldar impresiones unificadas de personas, lugares, cosas o experiencias.	SE/TE: <b>3.1:</b> 135a <b>3.2:</b> 281c, 295d, 301a <b>3.4:</b> 50–51, 151b, 157c	SE/TE: <b>3.1:</b> 111b, 123c <b>3.2:</b> 281c, 301, 301b, 305b <b>3.5:</b> 268–269			
3	2.3	Write personal and formal letters, thank-you notes, and invitations: a. Show awareness of the knowledge and interests of the audience and establish a purpose and context. b. Include the date, proper salutation, body, closing, and signature. Escribir cartas personales y formales, notas de agradecimiento e invitaciones: a. Mostrar su percepción del conocimiento e intereses de la audiencia y establecer un propósito y un contexto. b. Incluir la fecha, el saludo correcto, el cuerpo, la conclusión y la firma.	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.3:</b> 349d, 357a, 365b, 377c, 385a, 387c, 429d, 437a, 441b <b>3.4:</b> 125a <b>3.5:</b> 231c, 241a <b>3.6:</b> 383a  a. <b>3.3:</b> 349d, 357a, 365b, 377c, 377d, 385a, 387c, 429d, 437a, 441b, 445c <b>3.4:</b> 115d, 129b <b>3.5:</b> 231c, 243c <b>3.6:</b> 375d, 383a, 383b  b. <b>3.3:</b> 357b, 387c, 429d, 441b <b>3.6:</b> 357b, 365b, 375e, 383a, 383b	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.3:</b> 357, 377c, 377d, 385, 437, 445c <b>3.4:</b> 125 <b>3.6:</b> 375d, 383  a. <b>3.3:</b> 357a, 357b, 377c, 377d, 385, 385a, 387c, 429d, 437, 437a, 441b, <b>3.5:</b> 241 b. <b>3.3:</b> 349d, 357, 377c, 437 <b>3.6:</b> 375d			

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<b>DOMAIN</b>		<b>WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</b>					
		<b>Convenciones del idioma inglés oral y escrito</b>					
<b>STRAND</b>		<b>1.0 WRITTEN and ORAL ENGLISH LANGUAGE CONVENTIONS</b>					
		<b>1.0 Convenciones para el idioma inglés oral y escrito</b>					
<b>SUBSTRAND</b>		<b>Sentence Structure</b>					
		<b>Estructura de las oraciones</b>					
3	1.1	Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking. Comprender y ser capaz de usar oraciones declarativas, interrogativas, imperativas y exclamativas completas y correctas por escrito y oralmente.	<i>This standard is met throughout the program, with appropriate modifications for the Spanish language; sample lessons are given.</i>  SE/TE: <b>3.1:</b> 29d, 55d, 95f, 107e, 111d, 123e, 139d <b>3.2:</b> 188a	<i>This standard is met throughout the program, with appropriate modifications for the Spanish language; sample lessons are given.</i>  SE/TE: <b>3.1:</b> 70a, 81b, 85d, 105c, 124a, 135b, 135c, 139p <b>3.2:</b> 214a <b>3.4:</b> 97b			
<b>SUBSTRAND</b>		<b>Grammar</b>					
		<b>Gramática</b>					
3	1.2	Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking. Identificar sujetos y verbos que están en concordancia e identificar y usar pronombres, adjetivos, palabras compuestas y artículos correctamente por escrito y oralmente.	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.1:</b> 58 <b>3.2:</b> 228 <b>3.3:</b> 369d, 377e, 387e <b>3.4:</b> 29d, 39f, 45c, 51e, 55d, 65f, 77d, 81d, 89e, 97c, 101d <b>3.5:</b> 167d, 177f, 189d, 193d, 203f, 215e	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.1:</b> RA58 <b>3.2:</b> 378a, 387q <b>3.4:</b> 45 <b>3.5:</b> 204a, 213c			

			Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
3	1.3	Identify and use past, present, and future verb tenses properly in writing and speaking. Identificar y usar correctamente los tiempos verbales pasado, presente y futuro por escrito y oralmente.	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.3:</b> 391d, 403e, 411c, 415d <b>3.5:</b> 232a	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.3:</b> 415e, 415r			
3	1.4	Identify and use subjects and verbs correctly in speaking and writing simple sentences. Identificar y usar sujetos y verbos correctamente cuando hablen y escriban con oraciones simples.	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.1:</b> 59d, 69f <b>3.3:</b> 315d, 325f, 337d	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.3:</b> 326a, 333c, 337p, 385c <b>3.4:</b> 146a			
<b>SUBSTRAND</b>		<b>Punctuation Puntuación</b>					
3	1.5	Punctuate dates, city and state, and titles of books correctly. Usar la puntuación correcta en fechas, ciudad y estado, y títulos de libros.	SE/TE: <b>3.3:</b> 365b <b>3.6:</b> 389d, 413e	SE/TE: <b>3.6:</b> RA56			
3	1.6	Use commas in dates, locations, and addresses and for items in a series. Usar comas en fechas, lugares y direcciones y para elementos en serie.	SE/TE: <b>3.3:</b> 365b <b>3.6:</b> 389d, 401e, 411c, 413e	SE/TE: <b>3.3:</b> 365b <b>3.6:</b> 401e, 411c, 413q			
<b>SUBSTRAND</b>		<b>Capitalization Uso de las mayúsculas</b>					
3	1.7	Capitalize geographical names, holidays, historical periods, and special events correctly. Usar la mayúsculas correctamente en nombres geográficos, días feriados, periodos históricos y eventos especiales.	SE/TE: <b>3.6:</b> 323f, 331e, 331q, 348a	SE/TE: <b>3.6:</b> 313d, 348a, RA20			

		<b>Publisher Citations</b>		<b>Meets Standards</b>		<b>FOR IMAP/CRP USE ONLY</b>	
<b>Grade</b>	<b>Standard #</b>	<b>Standard</b>	<b>Primary Citations</b>	<b>Supporting Citations</b>	<b>Y</b>	<b>N</b>	<b>IMAP/CRP NOTES</b>
<b>SUBSTRAND</b>		<b>Spelling Ortografía</b>					
3	1.8	Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., <i>hair-hare</i> ). Deletrear correctamente palabras de una sílaba que tienen combinaciones, contracciones, compuestos, modelos ortográficos (p. ej., <i>qu</i> , consonant doubling, changing the ending of a word from -y to -ies when forming the plural), y homónimos comunes (p. ej., <i>hair-hare</i> ).	<i>This standard is met throughout the program, with appropriate modifications for the Spanish language; sample lessons are given.</i>  SE/TE: <b>3.1:</b> 58 <b>3.3:</b> 312n-312o, 316c, 334c, 314 <b>3.5:</b> 192, 218	<i>This standard is met throughout the program, with appropriate modifications for the Spanish language; sample lessons are given.</i>  SE/TE: <b>3.2:</b> 228 <b>3.3:</b> 337j, RA13, RA14, 316c			
3	1.9	Arrange words in alphabetic order. Organizar palabras en orden alfabético.	SE/TE: <b>3.1:</b> 81f, 81s <b>3.6:</b> 385g, 385t	SE/TE: <b>3.6:</b> 447a			
<b>DOMAIN</b>		<b>LISTENING AND SPEAKING</b>					
<b>STRAND</b>		<b>Comprensión auditiva y expresión oral</b>					
<b>STRAND</b>		<b>1.0 LISTENING and SPEAKING STRATEGIES</b>					
<b>STRAND</b>		<b>1.0 Estrategias de la comprensión auditiva y la expresión oral</b>					
<b>SUBSTRAND</b>		<b>Comprehension Comprensión</b>					
3	1.1	Retell, paraphrase, and explain what has been said by a speaker. Relatar, parafrasear y explicar lo que ha dicho un orador.	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.2:</b> 254r, 282r <b>3.3:</b> 388r <b>3.4:</b> 26r, 52r, 130r <b>3.5:</b> 164r, 190r	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.1:</b> 26r, 108r <b>3.2:</b> 174r, 200r, 226r <b>3.4:</b> 78r, 102r <b>3.5:</b> 216r <b>3.6:</b> 312r			

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	
3	1.2	Connect and relate prior experiences, insights, and ideas to those of a speaker. Conectar y relacionar experiencias, apreciaciones e ideas previas con las del orador.	SE/TE: <b>3.2:</b> 200l, 204a, 226l, 282l <b>3.3:</b> 337u <b>3.4:</b> 51s	SE/TE: <b>3.2:</b> 174l, 230a <b>3.3:</b> 312r <b>3.4:</b> 30a			
3	1.3	Respond to questions with appropriate elaboration. Responder preguntas con la elaboración apropiada.	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.1:</b> 26r, 108r <b>3.2:</b> 226r, 254r <b>3.3:</b> 388r, 416r <b>3.4:</b> 78r, 102r <b>3.5:</b> 164r, 216r <b>3.6:</b> 362r, 414r	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.1:</b> 82l, 144a <b>3.2:</b> 199j			
3	1.4	Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia). Identificar los elementos musicales del lenguaje literario (p. ej., rimas, sonidos repetidos, aparición de onomatopeya).	SE/TE: <b>3.2:</b> 305m <b>3.3:</b> 387f <b>3.4:</b> 101e, 101r <b>3.5:</b> 304–305	SE/TE: <b>3.1:</b> 170–171 <b>3.3:</b> 387f <b>3.4:</b> 101e, 101r, 160–161			
<b>SUBSTRAND</b>		<b>Organization and Delivery of Oral Communication</b> <b>Organización y producción de la comunicación oral</b>					
3	1.5	Organize ideas chronologically or around major points of information. Organizar ideas cronológicamente o alrededor de puntos de información importantes.	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.2:</b> 199e, 253e <b>3.4:</b> 51f, 51s <b>3.5:</b> 189u <b>3.6:</b> 361t, 361u	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.2:</b> 225r <b>3.4:</b> 45c, 77u, 129u			

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	
3	1.6	Provide a beginning, middle, and an end, including concrete details that develop a central idea. Proveer un comienzo, un desarrollo y un final, incluyendo detalles concretos que desarrollan una idea central.	SE/TE <b>3.2:</b> 225e, 225r, 281s <b>3.4:</b> 129e, 129r	SE/TE <b>3.1:</b> 167e <b>3.2:</b> 225e, 225r, 281s <b>3.4:</b> 129r			
3	1.7	Use clear and specific vocabulary to communicate ideas and establish the tone. Utilizar vocabulario claro y específico para comunicar las ideas y establecer el tono.	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.1:</b> 30b, 139i <b>3.2:</b> 214b, 253r, 286b <b>3.3:</b> 326b, 333c, 415i <b>3.4:</b> 77e, 102m, 129r, 157f <b>3.5:</b> 178b, 189e, 204b, 243j, 269e	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.1:</b> 108m <b>3.2:</b> 188b, 200r, 226m, 253e <b>3.4:</b> 73c			
3	1.8	Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts). Aclarar y enriquecer las presentaciones orales mediante el uso de herramientas apropiadas (p. ej., objetos, dibujos, tablas).	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.2:</b> 281f, 281s <b>3.3:</b> 337e, 415e, 415r <b>3.4:</b> 157f, 161e	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.2:</b> 281f, 281s <b>3.3:</b> 337e, 415e 415r <b>3.4:</b> 157f, 161e			
3	1.9	Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read. Leer en voz alta prosa y poesía con fluidez, ritmo y tiempo, utilizando la entonación apropiada y los modelos vocales para enfatizar pasajes importantes del texto leído.	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.1:</b> 168–169 <b>3.3:</b> 387b, 387f, 387s, 403a <b>3.4:</b> 101e, 101r, 158–159 <b>3.5:</b> 243f, 243s, 306–307 <b>3.6:</b> 323b, 444–445	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: <b>3.2:</b> 306–307 <b>3.3:</b> 386–387 <b>3.5:</b> 243s, 306–307			

			Publisher Citations		FOR IMAP/CRP USE ONLY		
Grade	Standard #	Standard	Primary Citations	Supporting Citations	Meets Standards		IMAP/CRP NOTES
					Y	N	
<b>SUBSTRAND</b>			<b>Analysis and Evaluation of Oral and Media Communications</b>				
			<b>Análisis y evaluación de la comunicación oral y de los medios de comunicación</b>				
3	1.10	Compare ideas and points of view expressed in broadcast and print media. Comparar ideas y puntos de vista expresados en los medios de difusión e impresos.	SE/TE: 3.2: 253r 3.3: 441e, 441f, 445e	Research Transparencies: 8, 13			
3	1.11	Distinguish between the speaker's opinions and verifiable facts. Distinguir entre las opiniones del orador y los hechos verificables.	SE/TE: 3.2: 305e 3.4: 51f, 51s, 110–111, 124	SE/TE: 3.3: 338r 3.4: 45c, 116d 3.5: 211a 3.6: 331f, 331s			
<b>STRAND</b>			<b>2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS)</b>				
			<b>2.0 Aplicaciones de la expresión oral (los géneros y sus características)</b>				
3	2.1	Make brief narrative presentations: a. Provide a context for an incident that is the subject of the presentation. b. Provide insight into why the selected incident is memorable. c. Include well-chosen details to develop character, setting, and plot. Hacer breves presentaciones narrativas: a. Brindar un contexto para un incidente que es el tema de la presentación. b. Brindar una apreciación sobre el motivo por el cual el incidente seleccionado es memorable. c. Incluir detalles bien escogidos para desarrollar personaje, ambientación y argumento.	SE/TE: 3.1: 171e 3.2: 281f, 281s 3.4: 129e, 129r 3.5: 307e 3.6: 411c, 413f, 413s	SE/TE: 3.1: 167e, 171e 3.2: 281f, 281s 3.4: 129e, 129r 3.5: 303e, 307e			
3	2.2	Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone. Planear y presentar interpretaciones dramáticas de experiencias, historias, poemas u obras de teatro con una	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: 3.1: 55s, 170–171	<i>This standard is met throughout the program; sample lessons are given.</i>  SE/TE: 3.2: 225e			

Publisher: **Pearson**

Program Title: **Pearson Calle de la Lectura para California**

Grade Level(s): **3**

Components: **Teacher’s Edition (TE), Student Edition (SE), History-Social Science Content Readers, Science Content Readers, Research Transparencies**

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	
		dicción, inflexión, tempo y tono claros.	<b>3.2:</b> 308–309, 309e <b>3.3:</b> 365e, 365r, 415e <b>3.5:</b> 306–307 <b>3.6:</b> 447e	<b>3.3:</b> 357c, 411c <b>3.4:</b> 160–161 <b>3.6:</b> 443e, 446–447			
3	2.3	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences. Hacer presentaciones descriptivas que utilicen detalles sensoriales concretos para plantear y apoyar impresiones unificadas de personas, lugares, cosas o experiencias.	SE/TE: <b>3.2:</b> 305e, 309e <b>3.3:</b> 415e, 415r <b>3.5:</b> 189r, 215s <b>3.6:</b> 385f, 385s	SE/TE: <b>3.2:</b> 301c <b>3.3:</b> 411c <b>3.6:</b> 383c			

**STANDARDS MAP – Basic Program 3**  
**Appendix 9-B: History–Social Science and Science Content Standards**  
**Grade Three**

*The following history–social science and science content standards must be addressed in the Reading/Language Arts Basic Program, Reading/Language Arts–English-Language Development Basic Program, and the Primary Language/English-Language Development Basic Program.*

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
<b>CONTENT</b>							
<b>HISTORY–SOCIAL SCIENCE</b>							
<b>Continuity and Change</b>							
3	1	Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.	SE/TE: <b>3.2:</b> 225f, 251-253 <b>3.4:</b> 61-71 <b>3.5:</b> 214-215, 215g, 215t, 302-303 <b>3.6:</b> 330-331, 376-377, 381  Research Transparencies: 4, 17, 22, 26, 27	History-Social Science Content Readers: <i>Por qué vivimos donde vivimos</i> <i>Dónde vivimos</i> <i>Tierra y agua</i>  Research Transparencies: 7, 13, 23			
3	1.1	Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, ocean, lakes).	SE/TE: <b>3.2:</b> 225f <b>3.4:</b> 62-64, 66, 69-70, 113-114 <b>3.5:</b> 215g, 215t <b>3.6:</b> 361f, 361s	Research Transparencies: 7, 22, 23, 27			
3	1.2	Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).	SE/TE: <b>3.2:</b> 225s <b>3.4:</b> 74e, 76–77	History-Social Science Content Readers: <i>Por qué vivimos donde vivimos</i> <i>Dónde vivimos</i> <i>Tierra y agua</i>			
3	2	Students describe the American Indian nations in their local region long ago and in the recent past.	SE/TE: <b>3.3:</b> 346–347	History-Social Science Content Readers: <i>Los indígenas americanos hoy</i> <i>Los indígenas americanos ayer y hoy</i> <i>Vida y tradiciones de los indígenas americanos</i>			

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	
3	2.1	Describe national identifies, religious beliefs, customs, and various folklore traditions.	SE/TE: 3.1: 78e 3.3: 343a, 346–347, 362–363, 358-359, 365u, 396 3.4: 46-47, 46e, 152e, 156–157	SE/TE: 3.3: 349f, 358–359, 394–395 3.4: 46–47  History-Social Science Content Readers: <i>Los indígenas americanos hoy</i> <i>Los indígenas americanos ayer y hoy</i> <i>Vida y tradiciones de los indígenas americanos</i>			
3	2.2	Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).	SE/TE: 3.1: 93 3.3: 346–347, 396–397	History-Social Science Content Readers: <i>Los indígenas americanos hoy</i> <i>Los indígenas americanos ayer y hoy</i> <i>Vida y tradiciones de los indígenas americanos</i>			
3	2.3	Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.	SE/TE: 3.1: 136–139 3.5: 194b	SE/TE: 3.1: 136-139  History-Social Science Content Readers: <i>Los indígenas americanos hoy</i> <i>Los indígenas americanos ayer y hoy</i> <i>Vida y tradiciones de los indígenas americanos</i>			
3	2.4	Discuss the interactions of new settlers with the already established Indians of the region.	SE/TE: 3.1: 120–121  History-Social Science Content Readers: <i>Vida y tradiciones de los indígenas americanos</i>	History-Social Science Content Readers: <i>Los indígenas americanos hoy</i> <i>Los indígenas americanos ayer y hoy</i>			

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	
3	3	Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.	SE/TE: <b>3.6:</b> 331g, 331t	History-Social Science Content Readers: <i>Vida y tradiciones de los indígenas americanos</i>			
3	3.1	Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.	SE/TE: <b>3.1:</b> 35, 38-39, 43, 45 <b>3.5:</b> 214e, 268–269 <b>3.6:</b> 330e, 330–331, 331a, 331t, 333v, 354  History-Social Science Content Reader: <i>Exploración del Nuevo Mundo</i>	SE/TE: <b>3.5:</b> 214–215, 215a  History-Social Science Content Readers: <i>Aventura en las Américas</i> <i>El Nuevo Mundo</i> <i>Exploración del Nuevo Mundo</i>			
3	3.2	Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.	SE/TE: <b>3.1:</b> 206–207 <b>3.6:</b> 331g, 331t	SE/TE: 3.5: 214-215, 268-269 <b>3.6:</b> 341, 348, 354-355			
3	3.3	Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.	SE/TE: <b>3.2:</b> 252–253 <b>3.6:</b> 331t	SE/TE: 3.5: 214-215, 268-269 <b>3.6:</b> 341, 348, 354-355			
3	4	Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.	SE/TE: <b>3.6:</b> 310m, 314b, 361u  History-Social Science Content Readers: <i>Ciudadanos de los Estados Unidos</i>	SE/TE: <b>3.6:</b> 363c History-Social Science Content Readers: <i>Qué significa ser ciudadano</i> <i>Somos parte de este país</i>			

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	
3	4.1	Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.	SE/TE: <b>3.6:</b> 358e, 360–361, 406–408, 413v	History-Social Science Content Readers: <i>Qué significa ser ciudadano</i> <i>Ciudadanos de los Estados Unidos</i> <i>Somos parte de este país</i>			
3	4.2	Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.	SE/TE: <b>3.1:</b> 102–103, 107v <b>3.6:</b> 367a  History-Social Science Content Readers: <i>Qué significa ser ciudadano</i>	History-Social Science Content Readers: <i>Ciudadanos de los Estados Unidos</i> <i>Qué significa ser ciudadano</i> <i>Somos parte de este país</i>			
3	4.3	Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).	SE/TE: <b>3.6:</b> 310r, 358e, 360–361, 367a	SE/TE: <b>3.6:</b> 311c, 318, 320, 359  Research Transparency: 27			
3	4.4	Understand the three branches of government, with an emphasis on local government.	SE/TE: <b>3.6:</b> 314b	SE/TE: <b>3.6:</b> 310m			
3	4.5	Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.	SE/TE: <b>3.1:</b> 120–121 <b>3.5:</b> 190m, 194b <b>3.6:</b> 358-359	History-Social Science Content Readers: <i>Exploración del Nuevo Mundo</i> <i>El Nuevo Mundo</i> <i>Los indígenas americanos hoy</i> <i>Los indígenas americanos ayer y hoy</i> <i>Vida y tradiciones de los indígenas americanos</i>			

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	
3	4.6	Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).	SE/TE: <b>3.1:</b> 118–119 <b>3.2:</b> 281g, 281t <b>3.6:</b> 440–441	SE/TE: 3.6: 442–443			
3	5	Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.	SE/TE: <b>3.1:</b> 108m, 153, 157	History-Social Science Content Readers: <i>¿Cómo es mi economía?</i> <i>¿Lo ahorro o lo gasto?</i> <i>¿De verdad lo necesito?</i>			
3	5.1	Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.	SE/TE: <b>3.1:</b> 118–123 <b>3.5:</b> 249a	SE/TE: <b>3.1:</b> 127, 131			
3	5.2	Understand that some goods are made locally, some elsewhere in the United States, and some abroad.	SE/TE: <b>3.1:</b> 118–119, 127, 130–131, 139u	SE/TE: <b>3.1:</b> 78–79, 108m, 112b			
3	5.3	Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.	SE/TE: <b>3.1:</b> 66–67, 81u, 154–155, 156–157, 158–159, 160 <b>3.2:</b> 262–263, 276–277	History-Social Science Content Readers: <i>¿Cómo es mi economía?</i> <i>¿Lo ahorro o lo gasto?</i> <i>¿De verdad lo necesito?</i>			
3	5.4	Discuss the relationship of students’ “work” in school and their personal human capital.	SE/TE: <b>3.2:</b> 222e, 224–225 <b>3.4:</b> 126e	SE/TE: <b>3.2:</b> 214–215, 222e, 224–225			
<b>CONTENT</b>		<b>SCIENCE</b>					
3	1	<b>Physical Sciences</b> <u>Energy and matter have multiple forms and can be changed from one form to another.</u> As a basis for understanding this concept:	Science Content Readers: <i>La energía</i> <i>Formas de la energía</i> <i>Propiedades de la materia</i>	Science Content Readers: <i>Así funciona la energía</i> <i>La materia</i>			
3	1.a	<i>Students know</i> energy comes from the Sun to Earth in the form of light.	SE/TE: <b>3.2:</b> 196–197  Science Content Readers: <i>La luz</i>	SE/TE: <b>3.2:</b> 303  Science Content Readers:			

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			Primary Citations	Supporting Citations	Y	N	
				<i>La energía</i> <i>Formas de la energía</i> <i>Así funciona la energía</i> <i>¿Qué es la luz?</i> <i>Captar colores</i>			
3	1.b	<i>Students know</i> sources of stored energy take many forms, such as food, fuel, and batteries.	SE/TE: <b>3.1:</b> 31a  Science Content Readers: <i>Formas de la energía</i> <i>Así funciona la energía</i>	<b>3.2:</b> 197 Science Content Readers: <i>La energía</i> <i>Propiedades de la materia</i> <i>Formas de la energía</i>			
3	1.c	<i>Students know</i> machines and living things convert stored energy to motion and heat.	SE/TE: <b>3.2:</b> 196–197  Science Content Readers: <i>Formas de la energía</i>	Science Content Readers: <i>La energía</i> <i>Así funciona la energía</i>			
3	1.d	<i>Students know</i> energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects.	SE/TE: <b>3.3:</b> 414–415	Science Content Readers: <i>La energía</i> <i>Formas de la energía</i>			
3	1.e	<i>Students know</i> matter has three forms: solid, liquid, and gas.	SE/TE: <b>3.3:</b> 400–401 <b>3.4:</b> 107a <b>3.6:</b> 419a	Science Content Readers: <i>La materia</i> <i>Propiedades de la materia</i> <i>Reacciones comunes</i>			
3	1.f	<i>Students know</i> evaporation and melting are changes that occur when the objects are heated.	SE/TE: <b>3.6:</b> 419a  Science Content Readers: <i>Propiedades de la materia</i>	Science Content Readers: <i>La materia</i> <i>Reacciones comunes</i>			
3	1.g	<i>Students know</i> that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.	SE/TE: <b>3.6:</b> 419a  Science Content Readers: <i>Propiedades de la materia</i>	SE/TE: <b>3.2:</b> 241  Science Content Readers: <i>La materia</i> <i>Reacciones comunes</i>			
3	1.h	<i>Students know</i> all matter is made of small particles called atoms, too small to see with the naked eye.	Science Content Readers: <i>La materia</i> <i>Propiedades de la materia</i>	Science Content Readers: <i>Reacciones comunes</i>			

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3	1.i	<i>Students know</i> people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements.	Science Content Readers: <i>Propiedades de la materia</i>	Science Content Readers: <i>La materia</i>			
3	2	<u>Light has a source and travels in a direction.</u> As a basis for understanding this concept:	SE/TE: <b>3.2:</b> 253f, 253s  Science Content Readers: <i>¿Qué es la luz?</i>	Science Content Readers: <i>La luz</i> <i>Captar colores</i>			
3	2.a	<i>Students know</i> sunlight can be blocked to create shadows.	SE/TE: <b>3.2:</b> 253f, 253s <b>3.3:</b> RA52  Science Content Reader: <i>El Sol y las estaciones</i>	SE/TE: <b>3.2:</b> 303  Science Content Readers: <i>Maravillas del cielo</i> <i>Patrones del cielo</i> <i>La luz</i> <i>¿Qué es la luz?</i> <i>Captar colores</i>			
3	2.b	<i>Students know</i> light is reflected from mirrors and other surfaces.	SE/TE: <b>3.2:</b> 253f, 253s <b>3.3:</b> RA40  Science Content Readers: <i>La luz</i> <i>¿Qué es la luz?</i>	Science Content Readers: <i>Captar colores</i> <i>La luz</i> <i>¿Qué es la luz?</i>			
3	2.c	<i>Students know</i> the color of light striking an object affects the way the object is seen.	Science Content Readers: <i>La luz</i> <i>¿Qué es la luz?</i>	Science Content Readers: <i>Captar colores</i>			
3	2.d	<i>Students know</i> an object is seen when light traveling from the object enters the eye.	SE/TE: <b>3.2:</b> 253f, 253s  Science Content Reader: <i>La luz</i>	Science Content Readers: <i>¿Qué es la luz?</i> <i>Captar colores</i>			

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3	3	<b>Life Sciences</b> <u>Adaptations in physical structure or behavior may improve an organism’s chance for survival.</u> As a basis for understanding this concept:	SE/TE: <b>3.2:</b> 182–183, 302–303, 304–305	Science Content Readers: <i>La vida en diferentes medio ambientes</i> <i>Sobrevivir en medio ambientes diferentes</i> <i>Dermatoesqueleto</i> <i>Los seres vivos en un mundo cambiante</i> <i>Los seres vivos cambian</i>			
3	3.a	<i>Students know</i> plants and animals have structures that serve different functions in growth, survival, and reproduction.	SE/TE: <b>3.2:</b> 182–183, 184–185, 188–189, 196–197, 198–199, 199u, 259a, 287a, 302–303 <b>3.3:</b> 313c, 317a <b>3.4:</b> 130r, 157h <b>3.6:</b> 337a, 391a	SE/TE: <b>3.2:</b> 305g <b>3.3:</b> 313c, 412e, 412–413 <b>3.4:</b> 145f, 151d  Science Content Readers: <i>La vida en diferentes medio ambientes</i> <i>Sobrevivir en medio ambientes diferentes</i> <i>Los seres vivos en un mundo cambiante</i> <i>Los seres vivos cambian</i>			
3	3.b	<i>Students know</i> examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.	SE/TE: <b>3.2:</b> 179a <b>3.3:</b> 317a, 393a, 415f, 415s <b>3.4:</b> 31a, 52–53, 57a, 64–65, 73–73a, 77u, 135a, 138–139, 152–153 <b>3.6:</b> 337a, 391a, 412–413	SE/TE: <b>3.2:</b> 182–183, 231a, 304–305 <b>3.3:</b> 374, 382–383  Science Content Readers: <i>La vida en diferentes medio ambientes</i> <i>Sobrevivir en medio ambientes diferentes</i> <i>Dermatoesqueleto</i>			
3	3.c	<i>Students know</i> living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.	SE/TE: <b>3.2:</b> 302–303 <b>3.3:</b> 334e, 336–337, 382, 415u	Science Content Readers: <i>Los seres vivos en un mundo cambiante</i> <i>Los seres vivos cambian</i> <i>Inundaciones que fertilizan</i>			

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3	3.d	<i>Students know</i> when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.	SE/TE: <b>3.2:</b> 292–293, 304–305 <b>3.3:</b> 400–401	Science Content Readers: <i>Los seres vivos en un mundo cambiante</i> <i>Los seres vivos cambian</i> <i>Inundaciones que fertilizan</i>			
3	3.e	<i>Students know</i> that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.	SE/TE: <b>3.2:</b> 303–305	Science Content Readers: <i>Los seres vivos en un mundo cambiante</i> <i>Los seres vivos cambian</i> <i>Inundaciones que fertilizan</i>			
3	4	<b>Earth Sciences</b> <u>Objects in the sky move in regular and predictable patterns.</u> As a basis for understanding this concept:	SE/TE: <b>3.3:</b> 434 <b>3.4:</b> 153  Science Content Readers: <i>Patrones del cielo</i> <i>Maravillas del cielo</i>	Science Content Readers: <i>Cometas y asteroides</i> <i>El sistema solar y más allá</i> <i>Cuerpos celestes</i>			
3	4.a	<i>Students know</i> the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.	SE/TE: <b>3.3:</b> 434  Science Content Readers: <i>Maravillas del cielo</i> <i>Patrones del cielo</i>	Science Content Readers: <i>El Sol y las estaciones</i> <i>El sistema solar y más allá</i> <i>Cuerpos celestes</i>			
3	4.b	<i>Students know</i> the way in which the Moon’s appearance changes during the four-week lunar cycle.	SE/TE: <b>3.4:</b> 153  Science Content Readers: <i>Maravillas del cielo</i> <i>Patrones del cielo</i>  Research Transparency: 13	Science Content Readers: <i>El Sol y las estaciones</i>			

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3	4.c	<i>Students know</i> telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.	SE/TE: <b>3.1:</b> 28-29 3.3: 366r  Science Content Readers: <i>El sistema solar y más allá</i> <i>Cuerpos celestes</i>	SE/TE: <b>3.1:</b> 28-29  Science Content Readers: <i>Cometas y asteroides</i>			
3	4.d	<i>Students know</i> that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.	SE/TE: <b>3.4:</b> 149  Science Content Readers: <i>El sistema solar y más allá</i> <i>Cuerpos celestes</i>	Science Content Readers: <i>El Sol y las estaciones</i> <i>Cometas y asteroides</i>			
3	4.e	<i>Students know</i> the position of the Sun in the sky changes during the course of the day and from season to season.	SE/TE: <b>3.1:</b> 90–94 <b>3.4:</b> 149  Science Content Readers: <i>Patrones del cielo</i>	SE/TE: <b>3.4:</b> 146  Science Content Readers: <i>Maravillas del cielo</i> <i>El Sol y las estaciones</i>			
<b>Appendix</b>							